



Training of Future Primary School Teachers on the Basis of Developmental Education

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Annotation:

The article discusses the directions of modernization of the professional training of future primary school teachers and the problems that hinder this process: the dominance of the "knowledge" approach in higher education, the reproductive nature of education, the individual style of students' learning activities, the motivational and semantic attitudes of teachers and students, etc. The importance of forming a value attitude towards students is emphasized as a necessary condition for ensuring the implementation of new educational goals in practice and the preparation of future teachers for the implementation of student-centered learning in elementary school.

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One of the most important tasks of higher pedagogical education at present is the modernization of various aspects of the professional training of future primary school teachers, the search and justification of conditions that ensure the effective preparation of future teachers for the implementation of developing student-centered education and upbringing in primary school. The study of modern psychological and pedagogical research on this issue allows us to say that the traditional model of professional training of students of a teacher training university does not meet the new requirements of society, the goals and values of modern education, the main guidelines of which are shifting to the humanistic paradigm.

Let us consider the main problems of professional training of future primary school teachers that currently exist. One of the central problems of modern teacher education is that the traditional "knowledge" paradigm that has dominated higher education in Russia for many years cannot suddenly change to some other paradigm at one moment. Many factors prevent this. The transition to the humanistic paradigm is difficult both objectively (for example, due to the poor equipping of educational institutions with the necessary material resources, etc.), and subjectively (due to the unwillingness of teachers to use new technologies, conservatism of attitudes, etc.). Even experienced teachers are not always able to quickly respond to a changing situation and new educational guidelines. On the contrary, the hypertrophied development of professional thinking, which is typical for teachers with a long teaching experience, narrows the boundaries of pedagogical consciousness, does not allow to go beyond the formed stereotypes, has a negative impact on the process of mastering new professional actions by a specialist, absorbs other manifestations of the personality, and turns the teacher himself into a function. from the profession. Such a primary school

teacher, perhaps one of the most advanced in his time, is not able to effectively develop and master the new values of education and the technologies corresponding to them.

On the one hand, this is the strategy of traditional, normative management of the educational process, characteristic of the industrial era. It corresponds to authoritarian-repressive, reproductive-conservative attitudes, etc. The second strategy was developed in connection with a change in the social demand for the individual, for his role in society, which appeared in the post-industrial informatized society. The new type of management put the value of the personality of all its participants at the basis of the organization of education and began to determine the innovative strategy of the organization of education. It corresponds to the values of pedagogical humanism, creativity and professionalism. These two management strategies determine the cardinal differences in the social situation of personality development that develops within each type of educational organization [3].

According to S. Y. Stepanov and G. F. Pokhmelkina, the confrontation of these two trends characterizes the essence of the crisis observed in modern education at all its levels and consists in the contradiction of two systems - professional consciousness and activity [4]. This allows us to explain why the new values of education are not always reflected in the professional activities of teachers.

The learning model corresponding to the "knowledge-based" approach in teacher education is verbal learning based on the translation, memorization and reproduction of communication texts, in connection with which the traditional learning model is called the "memory school".

Traditional education is reproductive in nature. This is manifested in the fact that professional information is broadcast in finished form. Reproductive tasks, actions according to the model, exercises in given methods of solution predominate. The leading forms of learning interactions are imitation, imitation, following patterns.

The educational process in traditional education is considered as the relationship of two autonomous activities: the teaching activity of the teacher and the educational and cognitive activity of students. The teacher acts as the only carrier of information. It is supposed mainly frontal, distant communication between the teacher and students, which creates a significant lack of dialogue between the participants in the educational process. This circumstance excludes the implementation of the principle of individualization of education. Students are considered as objects of management, executors of teacher's plans. They are assigned the role of passive recipients of information that needs to be perceived, learned (remembered) and reproduced in the exam. The position of the follower is assigned to the trainees throughout the training. Student initiative is more often suppressed than encouraged. Forms of student group relations in traditional education are characterized by the fact that rivalry prevails over cooperation. This type of training of future teachers is not focused on the development of their professional consciousness, relationships, does not contribute to self-determination, and forms the "objective" position of the trainees. Pazukhina S.V. points to the probability of defectiveness of the conceptual model of activity, if it was acquired by a student who is in an object position in relation to the formed professional activity [3].

The motivational and semantic attitudes of a teacher in traditional teaching are characterized by anonymity, closeness, universal individual accountability, indisputable requirements, and ignoring the personal experience of students. In its activities, the main is the information and control function. The prevailing management style is authoritarian-directive, repressive.

The goals set by the teacher and the plans to achieve them determine the executive style of students' individual educational work. The last point - the dominance of the student's individual activity - is one of the "pain points" of higher pedagogical education, notes S. G. Kosaretsky [1]. His works show that the traditional paradigm usually accompanies the paradigm of the individual activity of the subject opposing the object of cognition. The individual nature of the student's educational work comes into conflict with the collective nature of professional pedagogical work. The interaction of all the factors listed above with the

traditional approach in the professional training of future teachers leads to the suppression of the initiative and creativity of students, the imposition of certain points of view, the formation of stereotyped thinking, and the unconscious encouragement of the development of authoritarian and liberal styles of managing the educational process. The existing learning model stimulates, at best, the achievement motive, blocking cognitive motivation and its transformation into professional motivation. Traditional academic forms of education - lectures and seminars - are held at a low level due to the passivity of future teachers, lack of cognitive needs, insufficient development of the necessary types of thinking. According to Y. E. Krasnov, educational activity in such a model is essentially inactive and non-reflexive [5].

An important problem of traditional vocational education is touched upon in the works of A. A. Verbitsky. He notes that in the practice of teaching, fidelity to the Gnostic paradigm is expressed in the transmission of social experience as educational information that replaces the reality of practice with semiotic means [4]. As a result, with the traditional approach to learning, students more or less successfully master the means of mastering professional activities, but not the activity itself. In the minds of future teachers, a scientific picture of reality is being formed, which has the character of a frozen mental construct, the possibilities for regulating practical activity by which are actually equal to zero. The lack of continuity between the activities of teaching and professional activities results in an "adaptation pit" into which university graduates "fall" for several years.

The main problem of the "knowledge-based" approach is its predominant orientation towards the formation of strong scientific and subject knowledge in students. Today this situation is considered as one of the main sources of many shortcomings in the modern training of future teachers.

An analysis of the practice of teaching in pedagogical universities and the theoretical work of various researchers shows that the traditional approach does not take into account the practical needs, needs, interests, personal meanings of future teachers, and the connection between the knowledge gained and the life plans and professional activities of teachers is not always made. Mastery of the executive operational and technical side of pedagogical activity is ahead of the meaning and goal-setting. Training in the performance of individual elements of actions, prior to understanding the meaning of the activity, hides its systemic organization. The tasks used are offered in logic from outside the given goals, without stimulating the independence of goal formation and the search for their own personally meaningful ways of solving. As a result, students do not see the necessary professional orientation of the courses they study, they do not always realize the vital importance of even the subjects of the psychological and pedagogical cycle. For them, the professional meaning of many disciplines studied at the university remains incomprehensible. In this regard, the motivational and semantic positions of students in traditional education are often characterized by alienation from educational tasks, a narrowing of the spectrum of cognitive motives, and the isolation of vital values and meanings from the actual educational and cognitive ones. As a result, there is an internal psychological departure of future teachers from the situation of teaching.

At the formal level of assimilation, the acquired knowledge is not experienced by the subjects, does not become the basis for the formation of professional relations, reflection of the goals, means and results of one's own work. Abstract categories, as noted by S. Y. Stepanov and G. F. Pokhmelkina, are not "embedded" in the teacher's practical thinking, remain alienated from solving urgent school problems [4]. As a result, in their school work, young teachers use contradictory and unsystematic everyday psychological and pedagogical knowledge, learn from their own experience and mistakes. Professional problems with this approach are solved slowly and inefficiently. Teachers make simplified and unconstructive diagnoses, cannot indicate the psychological causes of difficulties that arise, and cannot find an individual approach to teaching and educating a particular child. It takes many years to develop their professional experience and practical skills.

Thus, it can be concluded that with the traditional approach, the professional training of future primary school teachers for the implementation of developing student-centered education and upbringing of younger

students is complicated by a number of problems and contradictions. In the works of many scientists, the idea of the need for a conscious systemic reorganization of the teaching and upbringing process in a teacher training university and the establishment of a culture of innovative education instead of traditional teaching sounds. From a psychological point of view, the components of such a reorganization are presented most clearly in the works of V. Y. Lyaudis [2]. Let's take a look at each of these components.

The first component is the personality of the teacher. With an innovative approach to learning, he acts as a manager and organizer of education. His position is changing both in relation to students and in relation to himself. The teacher becomes not only the bearer of subject-disciplinary knowledge, information, the custodian of norms and traditions. The position of democratic interactions, cooperation, assistance, inspiration, attention to the position and initiative of the student, to the growth of his personality is affirmed.

The second component is a change in the function and structure of knowledge that is mastered at the university, ways of organizing the process of their assimilation. Overcoming the "knowledge-based" approach does not mean belittling the role of knowledge, but it changes their place and importance in education, points out V. Y. Lyaudis [2]. From the main goal of education, they become a means of professional activity. Knowledge gives a person the opportunity to take a place in modern culture and civilization only when presented in the spirit of a modern informatized society - as systemic, interdisciplinary, generalized. The process of their assimilation ceases to have the character of routine memorization, reproduction and is organized in various forms of search, constructive mental activity as a productive creative process. The main task facing the student today is not obtaining knowledge, but mastering the ways of handling it, designing the forms of its use. Opening the activity structure and nature of knowledge involves organizing the reflection of future teachers, allows you to master the ability to design, predict and program the development of activities, to realize not only with what (object), but what (how) the teacher does, which makes it possible to effectively overcome problem situations, speak as a true "owner", the subject of professional activity.

The third component is bringing to the fore the social nature of any teaching and personal development, which is connected with the orientation not to individual, but to group forms of teaching, joint activity, to the variety of forms of interactions, interpersonal relationships and communication, to the natural cultivation of individuality from a "collective subject".

The fourth component is associated with the rejection of the repressive, overwhelming, destructive role of control and evaluation, with a change in the evaluation criteria. First of all, it is a rejection of the assessment, in which the correspondence achieved by the student to a given pattern of action and behavior is mainly recorded and any deviation from the pattern is punished. Evaluation "for similarity", for conformity, is capable of cultivating only conformism, lack of individuality, V. Y. Lyaudis believes [2]. In addition, control, evaluation, the right to which belongs entirely to the teacher, does not form adequate self-awareness and self-esteem, without which students do not have inner freedom and psychological stability in situations that require self-actualization and initiative.

In terms of improving the professional training of future primary school teachers, the provisions disclosed in the works of A. A. Verbitsky [5] are important. This author has developed a technology of contextual learning, which is based on the idea that the mastery of professional activity should be provided within the framework and means of a qualitatively different educational activity, structurally and functionally isomorphic to professional activity, but characterized by its inherent features. In this way, organized training is able to ensure the transition from cognitive to professional activity. At this stage of learning, the principle "I do while learning and learn while doing" is in effect, provided by the assimilation of knowledge in the context of action. In contextual learning, the subject from the very beginning becomes an active position, the subject of which gradually turns from a purely educational to a practically professional one.

According to our idea, the identification of psychological conditions and mechanisms for the development of the value attitude of future teachers towards pupils will simultaneously contribute to the student's transition from educational activity (and subjectivity in it) to professional activity (and the corresponding form of subjectivity), personal understanding and acceptance of the value of child development as a central value. humanistic paradigm and the implementation of new goals and values of education in practice.

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